



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe educational environment for all students to attain the skills and knowledge specified in the New Jersey Core Curriculum Content Standards at all grade levels so as to ensure their full participation in our global society as responsible, self-directed, and civic-minded citizens.

Course Title:	Choice Time Play Centers
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Grade Level(s):	Kindergarten
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Duration:	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">Full Year:</td> <td style="width: 10%;">X</td> <td style="width: 25%;">Semester:</td> <td style="width: 10%;"></td> <td style="width: 30%;">Marking Period:</td> <td style="width: 10%;"></td> </tr> </table>	Full Year:	X	Semester:		Marking Period:	
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Course Description:	The students will choose where they want to play, and then carry out their plans. There are six Choice Time Play Centers: Dramatic Play, Literacy, Blocks, Science/Sensory, Table Toys, and Art.
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Grading Procedures:	Observational checklists, informal assessments, anecdotal notes, photos, videos, conversations with students
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Primary Resources:	<p>Dramatic Play Area</p> <p>The dramatic play area should be inviting. Presentation alone should inspire creative and imaginative play. This is an area where the children can immediately take on a role and begin pretending. In establishing these areas, teachers will want to consider the following:</p> <ul style="list-style-type: none"> • Each area should incorporate a variety of materials that encourage dramatic play, such as hats, masks, clothes, shoes, tools, kitchenware, vehicles, etc. Teachers can include both teacher-made and commercial materials. The types of materials supplied will depend on the “theme” of the area. • Part of the materials list for each area should include items that stimulate literacy activities, like reading and writing. Paper, pencils, a wipe-off board, address books, notepads, index cards, and greeting cards are all examples of materials that might be used to promote the development of literacy skills. • Materials should be developmentally appropriate and allow for both creativity and flexibility in play. This includes materials that can be used by all children (unisex) and those that may be used in more than one way (a table as a table, or with a blanket over it, as a dog house). • The goal of all areas should be to develop oral language skills and reinforce grade level appropriate physical, cognitive, and social skills. <p>The materials (or props, as they are sometimes called) should be changed on a regular basis. Different materials on occasion will enhance the area, spark new interest in a much used area, and allow the children to incorporate new experiences in their play.</p>
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Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

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Revised: _____

BOE Approval: _____

Unit Title: Choice Time Area of Dramatic Play

Unit Description:

Dramatic Play: Children will pretend to be someone or something else, using props, costumes, masks, etc. They will take on the roles, actions, and dialogue of someone other than themselves. Dramatic play can be defined as a type of play where children accept and assign roles, and then act them out. It is a time when they break through the walls of reality, pretend to be someone or something different from themselves, and dramatize situations and actions to go along with the roles they have chosen to play. Dramatic play remains an integral part of the developmental learning process by allowing children to develop skills in such areas as abstract thinking, literacy, math, and social studies, in a timely, natural manner.

There are six main skills children work with and develop as they take part in dramatic play experiences.

Role Playing – This is where children mimic behaviors and verbal expressions of someone or something they are pretending to be. At first they will imitate one or two actions, but as time progresses they will be able to expand their roles by creating several actions relevant to the role they are playing.

Use of Materials/Props – By incorporating objects into pretend play, children can extend or elaborate on their play. In the beginning they will mainly rely on realistic materials. From there they will move on to material substitution, such as using a rope to represent a fire hose, and progress to holding in their hands in such a way to indicate that they are holding an actual hose.

Pretending/Make-Believe – All dramatic play is make-believe. Children pretend to be the mother, fireman, driver, etc. by imitating actions they have witnessed others doing. As the use of dramatic play increases, they begin to use words to enhance and describe their re-enactments. Some children may even engage in fantasy, where the situations they are acting out aren't pulled from real-life experiences.

Attention Span/Length of Time – Early ventures into the field of dramatic play may only last a few minutes, but as the children grow, develop, and experience more, they will be able to incorporate additional actions and words, which will lengthen the time they engage in such activities.

Social Skills/Interaction – Dramatic play promotes the development of social skills through interaction with others, peers or adults. As children climb the social skill ladder of development through play, they will move from pretending at the same time without any actual interaction, to pretending that involves several children playing different roles and relating to each other from the perspective of their assigned roles. When children come together in a dramatic play experience, they have to agree on a topic (basically what “show” they will perform), negotiate roles, and cooperate to bring it all together. And by recreating some of the life experiences they actually face, they learn how to cope with any fears and worries that may accompany these experiences. Children who participate in dramatic play experiences are better able to show empathy for others because they have “tried out” being that someone else for a while. They also develop the skills they need to cooperate with their peers, learn to control their impulses, and tend to be less aggressive than children who do not engage in this type of play.

Communication – Dramatic play promotes the use of language, speaking, and listening skills. When children take part in this type of play, they practice words they have heard others say, and realize that they must listen to what other “players” say in order to be able to respond in an appropriate fashion. It also teaches them to choose their words wisely so that others will understand exactly what it is they are trying to communicate. In order to work together in a dramatic play situation, children learn to use language to explain what they are doing. They learn to ask and answer questions and the words they use fit whatever role they are playing. Personal vocabularies grow as they begin to use new words appropriately, and the importance of reading and writing skills in everyday life becomes apparent by their use of literacy materials that fill the area.

Unit Duration: One Choice Time Area – Ongoing Throughout the Year

Desired Results

Standard(s):

K.W.3 Text Types and Purposes (narration of an event)

K.SL.1-3 Comprehension and Collaboration (conversations, questioning and answering, understanding information)

K.SL.4-K.SL.6 Presentation of Knowledge and Ideas (visual displays and speaking to express thoughts, feelings, and ideas)

K.L.1,.2 Conventions of Standard English (speaking and understanding/expressive and receptive language)

K.L.5,.6 Vocabulary Acquisition and Use (acquisition and usage of words)

8.1.2.A.4 Demonstrates developmentally appropriate navigation skills in virtual environments (i.e. games, museums)

8.1.2.C.1 Collaborate with peers by participating in interactive digital games or activities.

9.1.2 Use a variety of media and technology resources for directed and independent learning activities.

9.1.3 Communicate about technology using developmentally appropriate and accurate terminology

9.1.4 Use developmentally appropriate multimedia resources to support learning

9.11.1 Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom

9.11.2 Demonstrate positive social and ethical behaviors when using technology

9.11.3 Practice responsible use of technology systems and software

Indicators:

The students will manage time, space, and materials (including costumes, masks and props) in a Dramatic Play group setting.

The students will communicate with each other, and cooperate with each other.

The students will achieve a deep level of play and demonstrate stamina.

(The teacher will facilitate above indicators).

Understandings:

- Students will understand that they will choose where they want to play. If their first center choice is taken, they will understand that they must choose a different play center.
- The students will understand that they will be respectful of each other, and will take good care of the materials and their work spaces.

Essential Questions:

- How do I share?
- How do I take turns?
- How do I solve problems?
- How do I play with others?
- How do I clean up after myself?
- How do I use new literacy skills (e.g. vocabulary)?
- How do I use new math skills?

Assessment Evidence

Performance Tasks:

Teacher-created checklists (Does the student share/take turns/put away materials/clean up work space/converse with peers/problem solve?)

Anecdotal Notes

Other Evidence:

Photos

Videos

Work Samples

Data Collection Sheets

Benchmarks:

Learning Plan

Dramatic Play Learning Activities:

Unit 1-September/October: Suggested Themes – Family, Fire Station, Fall/Halloween

- **Family** – Students will play with puppets, dress-up clothes, toy foods, and kitchenware to mirror family life. Students may act out roles of family members (e.g. mother, child), and they may imitate family activities (e.g., dinner time, going to the store, preparing for Halloween, and pumpkin decorating).
- **Fire Station** – Students will play with dress-up clothes and props to represent hoses, fire hats, fire truck (made with chairs), buckets, and/or fire extinguishers. Students may act out roles of firefighters, community members in need of assistance, fire truck drivers, and activities related to responding to emergencies.

Unit 2-November/December: Suggested Themes – Fall/Thanksgiving, Holiday Time (e.g. Toy Shop/Bakery)

- **Fall/Thanksgiving** – Play with puppets, baby dolls, dress-up clothes, toy foods, and kitchenware as part of having a family feast. Multicultural foods and attire should be included.
- **Holiday Time (Toy Shop)** – A display of various toys should be included, along with toy catalogs, and paper and utensils for writing wish lists.
- **Holiday Time (Bakery)** – Play with toy sweet treats, mixing bowls, cupcake tins, cash register, etcetera as part of having a bakery.

Unit 3-January/February: Suggested Themes-Doctor's Office (Health), Snow and Ice, 100th Day, Valentine's Day

- **Doctor's/Dentist's Office** – This area will include white shirts, doctors' and dentists' kits, tables covered with white paper, eye chart or tooth chart, and clipboards/papers/pencils.
- **Valentine's Day** – Students will have a pretend Valentine's party, using streamers, red, pink, and white table confetti, toy sweet treat foods such as cupcakes, a mailbox (perhaps made out of a shoebox), valentines, etc.

Unit 4-March/April: Suggested Themes-Farm, Construction Site, St. Patrick's Day, Spring

- **Farm** – Set up a farm stand using play foods (vegetables and fruit and dairy), bags and baskets, cash register
- **Construction Site** – Construction workers' costumes and tools (e.g. construction hats, hammers, measuring tapes, etc.) will allow children to pretend to be construction workers.

Unit 5-May/June: Suggested Themes-Pet Shop, Campground, Summer Fun

- **Pet Shop** – Use dog and cat- and other- pet stuffed animals, bowls, brushes, leashes, toys, etc.
- **Campground** – Use tent, sheets, blankets, flashlights, toy foods, picnic baskets, etc.

Unit Modifications for Special Population Students

Advanced Learners	Advanced learners are encouraged to label areas of the dramatic play center (as needed) and write while acting out their roles (e.g., mother writing a shopping list). Advanced learners can act as a peer mentor by leading others through the play by asking questions, engaging in conversations, and supporting the imaginary story.
Struggling Learners	Visual cueing; verbal prompting; utilizing a peer mentor; having masking taped outlines to define work spaces and other parameters as children act out various roles
English Language Learners	Visual Cues (e.g. pictures of roles and actions of the Dramatic Play theme); pictures labeled in English and native language; consultation with ELL teacher
Special Needs Learners	Visual cueing (such as pictures of roles and actions in Dramatic Play); verbal prompting; utilizing a peer mentor; consultation with Speech and Language Therapist, Occupational Therapist, and/or Physical Therapist; Behavior Modification System (if stated in IEP) Use of adaptive fine motor tools, if needed.

Interdisciplinary Connections

Social Studies Standards:

- 6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.
- 6.1.P.A.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.
- 6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.
- 6.1.P.D.3 Express individuality and cultural diversity (e.g., through dramatic play).
- 6.1.P.D.4 Learn about and respect other cultures within the classroom and community.

Integration of 21st Century Skills

Indicators:

9.1.4.G.1 : Describe how valuable items might be damaged or lost and ways to protect them.

- *In the teaching of rules and procedures, students will learn the use of resources for play.*

9.2.4.A.4 : Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

- *As students develop develop the six main skills, it will enable them to work collaboratively and express themselves in the future..*

9.3.12.AC-DES.2 : Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.

- *In dramatic play, students will develop necessary skills to communicate effectively.*

9.3.12.ED-ADM.1 : Use research-based practices to develop, communicate and enlist support for a vision of success for all learners.

- *Writing workshop is a researched based practice to support the learning of writing to a variety of students.*

9.3.12.ED-ADM.2 : Identify behaviors necessary for developing and sustaining a positive learning culture.

- *Students will work in collaboratively in the dramatic play center as well as within any whole group conversations about the play area.*

9.3.12.ED-PS.1 : Identify strategies, techniques and tools used to determine the needs of diverse learners.

- *Resources can be used throughout small group, strategy group, and conferring to support individual student needs.*

9.3.12.ED-PS.2 : Implement methods to enhance learner success.

- *Achieve a deep level of play by incorporating roles, actions, and/or dialogue, leading to meaningful experiences.*

9.3.12.ED-PS.3 : Identify resources and support services to meet learners' needs.

- *Encourage students to express themselves throughout imaginary play times.*